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Mansfield University
English & Modern Languages Newsletter

Wait, What? Things You Thought You Knew (But Didn't Really) : About the Graduate School Application

—Danielle Muller

Thinking seriously about grad school, huh? No? Well, neither did I—until about a year ago. But now that I'm at the end of the process, I can FINALLY breathe a deep sigh of relief, kick back, and, in case your interest is pricked, let you onto a secret—applying to graduate school is a long, excruciating process. From the Graduate Entrance Exams (GREs), application forms, and the personal statement, the entire process steals a good eight to twelve months of your life, and holds your bank account hostage every chance it gets. Like buying a car, there are hidden fees out to get you at every corner. Mailing fees, application fees, test fees—I think I even paid a fee for just thinking about fees. That was one of the things I hadn't considered when initially starting the process. I'd been told graduate school was expensive, but someone forgot to mention I'd have to sell my soul just to walk through the door.

Still thinking about it? There are several things you need to know in order to make it out of the grad school

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Más que un viaje / More than a trip

—Rosie Lammey

When I arrived in Vigo, Spain about a year ago, I was unaware of all the opportunities that I would have or how many interesting people from all over the world I would meet, or the new places to which I would travel. Least of all, did I imagine that I would be given the opportunity to teach English to children in a local school.

For about five months I had the opportunity to live in Vigo. It is the largest city in the autonomous community of Galicia, located in northern Spain above Portugal. There are many incredible things in this region that many people never hear about. It is an interesting culture that combines Celtic and Spanish traditions. They have their own dialect, *Gallego*, which nearly all speak in addition to Castilian Spanish. Galicia is also on the coast and has beautiful beaches, as well as hills and mountains. There are even a set of islands called the Islas Cies off the coast, which have been termed *La mejor playa del mundo* or in Galician *melhor praia do mundo*-- the best beach in the world.

Believe it or not, these beautiful islands were not my favorite part of the trip. My favorite experience was a type of grant program set up through the university and local schools to let native speakers come and help teach English to students. I heard about the program and decided to apply. I was placed in an elementary school, *Ceip Seis do Nadal,* and helped teach English for 40 hours in May. During my time there, I worked with students from second to sixth grade. I taught when it suited the teachers, all of whom were very accommodating. I appreciated that they were willing to change their agendas to accommodate my class schedule. We worked on vocabulary with most of the grades and I was so surprised to see how much English the students knew. I read *The Very Hungry Caterpillar* with the second grade students and they were able to answer some basic questions about the book. The sixth

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Please, send news, announcements, and contributions to: ksanner@mansfield.edu

The Day I Came to America

—Zhen Cai

August 26 2008, the day I came to America, seems like yesterday.

Yes, time always wants us to know how fast he flies. Many times, I just cannot believe I have been here for so long. However, recalling all the pieces from the time I have spent here, I then believe it has been that long.

My first class in America was Dr. Murphy's Survey of British Literature I, and frustration was the best word to describe my feeling after the class. I had been learning English up to that point, for about ten years in China, and my English was very good compared to my peers. Before I came to America, I also got a 7.5 band score for IELTS. All in all, I was quite confident in my English speaking abilities. So although I knew I would meet quite a few challenges during my study in America, I still chose to be an English major. However, this first class made me realize how much more effort I needed to make in order to be confident in English. I sometimes hardly understood American students' conversation in class. Meter? Sonnet? Iambic? I was not sure what Dr. Murphy was really saying. Beowulf? Is that a vocabulary word ? I don't know. Or, is that a name? Is that a person's name or a place name?

Because of the lack of vocabulary, especially those of a college-level English conversation course, I got confused a lot. Professors would say "portray" rather than "describe," and "culminate" rather than "reach a climax," etc. Because I was short of some basic knowledge about English literature (like the word Beowulf, or Chaucer), some very common words were a mystery to me. Because of the language that I learned before I experienced real American

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New Linguistics Minor Slated (Fall 2010)

—Dr. Linda Rashidi

The Department of English and Modern Languages will be housing a new interdisciplinary minor in Linguistics. This new minor has been approved by our governance bodies (University Senate, Academic Program Committee, and Academic Affairs Committee) and is awaiting the official approval of the President and Council of Trustees. It is expected that the minor will be available to students beginning Fall 2010.

This is a flexible minor requiring only 18 credit hours to complete, providing students across the university an opportunity to integrate knowledge of language and how language informs all areas of study and life into their field of study. English majors, whose program concentrates on literature, could add the minor in linguistics to expand their knowledge of the structure of language in general and of English in particular; this will provide literature students with that important underpinning of written English as they examine literature or prepare for careers using their writing skills.

The Linguistics Minor would provide French, German, and Spanish majors courses in the general theory of language, allow them to examine the linguistic workings of various languages in comparison to the language of their major, and give them important opportunities for field work.

Courses in the minor will: examine the social, psychological, and technical aspects of language; allow for the exploration of a third or fourth language; and expose Modern Language majors to how language functions across the disciplines.

For further information, contact Dr. Linda Rashidi

Wait, What? Things You Thought You Knew

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process alive. First, recruit allies willing to follow you into the fray. Perfecting your graduate file is brutal, and I was fortunate to muster enough troops to help hold my ground against total application annihilation—at least, for the first few months. Unfortunately, as time wore on, even Dr. Jimmy began to look a bit shell shocked whenever I ambushed him with personal statement drafts. By the time we'd gotten to revision #9, the walk to his office began to feel like a trip up the beach.

The second most important thing you can do is to ruthlessly organize and strategize your plan of attack. Be aware of application deadlines as the graduate school and the academic department may stagger due dates. While exceptions can be made for incomplete applications, they could end up costing you financially—without the reward of having it considered by the application review board. And, after months of sacrificing what's left of your hair and sanity to this cause, its best to "get things right" the first time—especially when it comes to applying for the really competitive stuff like scholarships, grants, and assistantships. Thus, keep yourself focused and aware of what's going on by stalking the school's website. Don't let your application be a causality simply because you forgot that one really important form.

So, still thinking about grad school? You should. Though the process is long and the journey a complete pain in the neck, the rewards can be pretty cool. I know, having been accepted to Colorado State University's Peace Corps' Masters International Composition and Rhetoric program, and awarded a Teaching Assistantship. Yeah, so the process was tough—and long, but it's a worthwhile learning experience, and who knows, that experience may just reward you in ways you didn't even see coming.

Mansfield Students Participate in Susquehanna Conference

—Dr. John Ulrich

Twelve MU English majors presented papers at Susquehanna University's Sixth Annual Undergraduate Literature and Creative Writing Conference on Monday, February 15, 2010. Students from twenty different colleges and universities were selected to participate in the conference; the Mansfield contingent was the largest group of students from any institution other than Susquehanna University itself. This year's theme was "Literature, Education, and the Creative Mind," and the conference featured keynote speaker Gerald Graff, professor of English and Education at the University of Illinois-Chicago and immediate past president of the Modern Language Association. Dr. Jimmy Guignard and Dr. John Ulrich accompanied the students to the conference. The student participants included . . .

Michael Babbish, "Ilyda's Creation"

Zhen Cai, "Control Lost Over the Creature: *Frankenstein* and the Critique of Science"

Andrew O. Clark, "A Deadly Ignorance"

Emily R. Cole, "Learning by Self-Teaching in Jane Austen's *Emma*"

Wesley Cromley, "*Titus Andronicus* and the Fall of Rome"

Angie Farrer, "The Frankenstein Mystique: Women and Femininity in Mary Shelley's *Frankenstein*"

Rebecca Gibbon, "Preventing the Threat: A Rhetorical Analysis of Anti-Communist Propaganda"

Savanna Jennings, "Education in Austen's *Persuasion* and *Emma*"

Tiffany Kirk, "The Essential Nature of the Creative Spirit: Examining the Role of Art in Woolf's *To the Lighthouse*"

Danielle Muller, "Grand Delusions: Espionage, Intrigue, and Double-Identities in Chuck Barris's *Confessions of a Dangerous Mind: An Unauthorized Autobiography*"

Christina Puschert, "The Enlarged Mind"

Cuando tenga tu tristeza el dulzor de los estambres	**When your sorrow has the sweetness of the stamens**
1 Estaré contigo cuando en guitarras	1 I will be with you when the wood
conviertan su madero los alisos	of the alders turn into guitars
y tu pena tenga el bordón de las cascadas,	when your sorrow has the bass string of the cascade
cuando tenga tu congoja el color	when your grief has the color
de los celajes y tejan tus sueños	of the firmament and the doves Weave
en sus ojos las palomas, cuando	your dreams in their eyes,
tenga tu tristeza el dulzor de los estambres	when your sadness has the sweetness of the stamens
y cautive la pasión de los zorzales	and the *quena* captivates the thrushes'

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Quechuan woman with child by Quechuan photographer Martin Chambi taken in Canchis, Cusco in 1934

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la quena	passion
en sus	with its pensive
Tañidos	rhythms
2	2
Estaré contigo	I will be with you
cuando	when
tenga tu amargura	your bitterness contains
el contento	the happiness
de la fiesta	of the festival,
que pregonan	proclaimed
en su vuelo	by the bells
las campanas,	in their flight
cuando tenga	when
tu quebranto	your suffering
el albor	sees the daybreak
que anuncian	that the sparrows
en sus nidos	announce
los gorriones,	in their nests,
cuando abriguen	when
tus ansias	your longing
en su delirio	takes shelter
las libélulas,	in the dragonflies
cuando tenga	when your
tus desgarro	melancholy
el aroma	has the scent
que mecen	that the orchids
en su orgullo	proudly
las orquídeas.	sway.
3	3
Estaré contigo	I will be with you
cuando	when in trills
en trinos rompan	the yellow brooms
sus flores	break
las retamas	their blossoms
y rimen	and the chrysalises
tus cuitas	rhyme
en harawis	your troubles
las crisálidas,	in their *harawis*,
cuando	when
el sollozo encuentre	sobbing
cerradas	finds closed
las estancias	the distance
que abrieron	opened
los galopes	by the galloping horses.
y encuentre	and the wailing self
la congoja	finds
destruido	destroyed
el muro	the wall
que alzaron	raised
los cernícalos.	by the kestrels.

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Just Do It!

—Rebecca Gibbon

When my paper was accepted to the Susquehanna Conference, I was a little surprised. After having submitted my abstract ten minutes before midnight on the date that it was due, I didn't expect much to come of it. Writing the abstract was actually an assignment for Advanced Writing, but I was on the fence about sending it partly because I didn't think that the paper was really conference material and also because I would no longer be a student at Mansfield University because of my December graduation. However, I took Dr. Guignard's advice of "just send it in" and low and behold the paper wasn't as bad as I had worried it was. So I, along with the eleven other students from Mansfield who had papers accepted to the conference, was off to Susquehanna University on February 15th.

The day of the conference came and I felt pretty good about my paper after many revisions. The paper was originally a little over nine pages long, so it had to be cut down to fit into the fifteen minutes of allotted time given to each presenter. I also faced the problem that I was presenting a paper that analyzed videos. I was one of the very few presenters who needed to show video during the presentation, which was a little nerve wracking. My first worry was whether I would have the equipment I needed and then of course whether or not the video itself would actually play. When I arrived at the conference, the first thing that I did was find the room that I was to present in. I was to present during the first group of panels at 8:30 am, which was nice so that I could get it over with, but it made the anxiety of making sure that I had everything I needed that much more intense. I found my room fairly quickly but to my great surprise, there was no computer. However, the staff at Susquehanna was very accommodating and helped me to get what I needed. Though presenting is always a somewhat stressful experience, it was rewarding to share my ideas with other academics in the field.

After I was finished with my

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Más que un viaje / More than a trip

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graders had made up interview questions to ask me like: "How do you like Vigo?" and "What do you study in the university?". I was also excited when I was able to practice speaking Spanish with the teachers and hear them converse in Gallego. On my last day, the students in the second grade created a radio show, where they played songs, danced around and interviewed me. It was so rewarding to see how much they enjoyed learning the language and how much fun they had practicing and participating in the program. The school motto is *"máis que unha escola*"-- more than a school. And, indeed, *Ceip Seis do Nadal* was more than a school; it was a wonderful group of students and teachers with whom I was so glad to have the chance to work.

Their motto is a fitting representation of my study abroad experience; it was so much more than just going to classes or living in a foreign country. Studying abroad in Vigo gave me the opportunity to do many things that I never would have even thought about before. It was much more than a trip (más que un viaje)…it was an incredible experience that I hope everyone at some point in their lives will be able to do.

Faculty Spotlight

Dr. Lynn Pifer has created two Mansfield University "Podcast Conversations" with Director of Public Relations, Dennis Miller. The first conversation is about Frederick Douglass, which was released in February for Black History Month. The second conversation is about fugitive slave and author Harriet Jacobs.

The Day I Came to America

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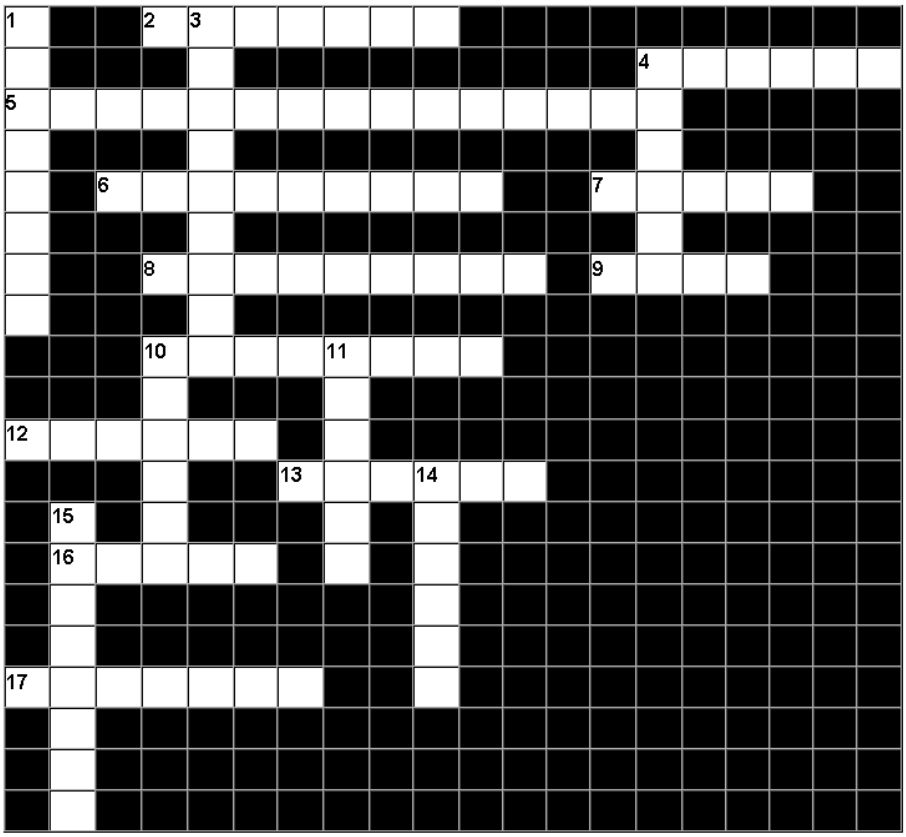
life, it was not clear what people were saying in a basic conversation. I knew "trousers," (British English), but had no idea what were "pants." I didn't know what was going on when an instructor said, "Please turn in your paper through *Turn it in*," or someone told me "it's on *Blackboard*." What? I think it was a *white* board in the classroom, and I didn't remember there was anything there.

Since the British Survey course was my first English course here, I really wanted to succeed in it, and gave much effort. I occupied a lot of Dr. Murphy's office hours, and he helped me almost step-by-step to go over reading and essay assignments. I also went to the tutor center, asking for the explanation of Chaucer's *Canterbury Tales* and whatever texts I could not grasp the basic meaning of. Fortunately, I reap what I sow. I got better scores on exams, and even received an award from the English department for good performance in British literature.

If my two-year learning experience in Mansfield is successful, it cannot be without all the helpful professors. They are not only helpful in a pure academic sense, but also in all the encouragement and affirmation they give me.

Now, although I still have some "awkward" expressions in my papers, and I still speak with an accent, I have transformed from the listener and observer into a participant in class activities, and I can understand most conversations whether in daily life or in class. The two-year experience here changed me a lot, not only in the improvement of the language, but also the way of thinking, and how I look at things happening around the world. The change is the most valuable thing I received during my experience in Mansfield.



Crossword: Language Trivia

Across:

2. Mandarin is the official language of China and is based on the language spoken in?

4. Not to be confused with wine, this Arab drink, once called 'qahwa', was imported into Europe starting in the 16th century.

5. What is one of the longest English words with no repeating letters?

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Sigma Tau Delta News

Members of Mansfield's chapter of Sigma Tau Delta, Mu Xi, have been busy this semester. On February 2nd they celebrated James Joyce's birthday with a party that included pizza, popcorn and the screening of the film *Bloom*. Two members, Emily Cole and Danielle Muller, traveled to St. Louis in March to present their creative and scholarly work at the prestigious Sigma Tau Delta National Convention. In April the group hopes to attend a play at Cornell University. Early in the same month the chapter will hold its annual induction ceremony for new members and will also install new officers. Members probably won't wear their new STD t-shirts to the semi-formal affair, but you might see someone wearing one in class. Do you want to get in on the fun? Contact Dr. Sanner at ksanner@mansfield.edu for eligibility requirements and details.

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Cuando	When
tenga la penumbra	the shadows
el fulgor	have that brightness
que madura	which ripens
en las espigas,	in the spikes,
cuando	when
calme la llovizna	the drizzle
la sed	calms
que habita	the corncobs' thirst,
en las mazorcas,	and when
cuando	the roads
tengan las aureolas	have
los caminos	the aureoles
que cruzan	that paint
la noche y los rosales.	the night and the rose trees.
—William Hurtado de Mendoza	—Translated by Fanny Arango-Keeth

Pacha Yachachiq

May the wisdom of he who knows the world and its peoples show you your path in this earth! May *Pacha Yachachiq* accompany you in your struggles and turn your sorrow in hope!

This is the powerful message of the inspiring *harawi* "When your sorrow has the sweetness of the stamens", from the book *Pacha Yachachiq* by contemporary Quechuan poet William Hurtado de Mendoza. Born in Cusco, Peru, in 1950, the poet Hurtado de Mendoza is also a linguist. He has extensively studied the literary production of the Incas. As a poet, he principally writes *harawis*, which are lyrical compositions that verse about life, love, sadness, hope. In Hurtado de Mendoza's *harawi*, each stanza has three verses that are highly symbolic and form an allegory of the unconditional friendship between *Pacha Yachachiq*—the wise spirit—and the *runa simi*—the Quechuan people—through times of oppression and social disparity and injustice. Hurtado de Mendoza writes his poetry in Quechua and then translates it into Spanish.

My translation is a pale rendition in English of this soothing hymn of hope.

Crossword:

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6. Modern Philosophy owes a lot to the German word 'weltanschauung' meaning

7. A type of horse or the way to say 'I paint' in Spanish.

8. What is the name of the US Spanish language television network acquired by the Egyptian media proprietor Haim Saban in 2007, the same owner-creator of the French animation company SIP Animation?

9. In English is the only number that has the same number of letters as its value.

10. The name "Hogwart's" is quite difficult for a French speaker to pronounce, so the name of Harry's school was changed. What was it changed to? (Not to be confused with fattened hen).

12. The United Nations uses six official languages in its intergovernmental meetings and documents: Arabic, Chinese, English, Russian, Spanish, and…

13. PRIVET means 'hello' in which country?

16. CIAO means 'hello' in this country.

17. The word chocolate or xocolātl came to Spanish from what language?

Down:

1. If someone types MDR in an internet dialogue in French, they mean "dying of _____?

3. An artificial language created by L. L. Zamenhoff in 1887, not to be confused with Ramón María Valle-Inclán's "esperpento".

4. What small Texan town south of Laredo recently adopted Spanish as its official language? El _____.

10. What Spanish-language country has currency that's printed in English only (hint: Vasco Núñez de Balboa)?

11. The Italian phrase DOLCE VITA means "Life of _____".

14. The word "Gymnasium" in German doesn't mean "gymnasium" in English, but rather High _?_.

15. The fictional language created by J.R.R. Tolkien that supposedly is derived from Old Elvish.

Just Do It!

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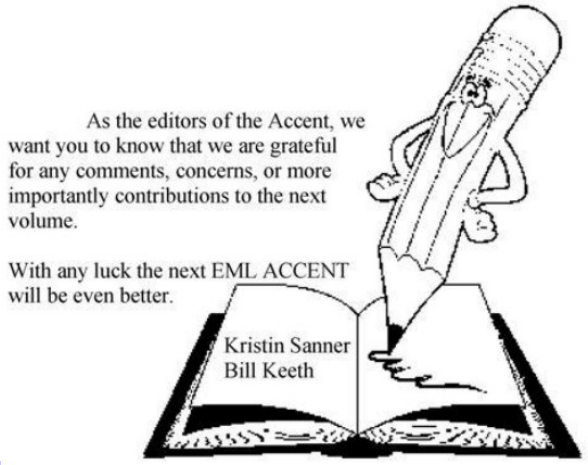
panel, I had the opportunity to sit in on any of the numerous panels that took place over the course of the day. During any of the hour and a half long time slots, there were seven different panels running simultaneously. I heard creative work and analytical work by students from numerous schools. All were interesting and informative to watch, including the speech by the keynote speaker, Dr. Gerald Graff, who spoke about how creative and analytical writing should not be placed in separate spheres.

Of all the things I learned from this experience, the top of the list would be to just do it. If I hadn't sent in that abstract I never would have known if my paper would have gotten accepted, and if it hadn't been accepted there would have been no negative effects. The Susquehanna Conference was fun and informative and I would encourage anyone to at least apply, if not to this conference then to another.


As the editors of the Accent, we want you to know that we are grateful for any comments, concerns, or more importantly contributions to the next volume.
With any luck the next EML ACCENT will be even better.
Kristin Sanner
Bill Keeth